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ABSTRACT

This paper surveys research literature on teacher education in Canada and the United States in an attempt to describe and analyze the current situation and add some new directions to the field. In discussing the goals of teacher training programs, it is concluded that these goals are dependent on the goals in education, i.e., learning. Some external factors affecting the teacher training programs are reviewed; stressed is the cost of education, the demand for changes in existing teaching practices, and skepticism regarding the relevance of years of training to competence in the classroom. A review of the literature in Canada and the United States on current practices and the need for change in teacher education reveals parallels between the two countries. Of the new directions discussed, the following programs are suggested: the new teacher as a change agent, team teaching and differentiated staffing, and teacher internship. The abstracts of 30 documents on teacher education are included along with two pages of references. The appendix presents some policy statements of School Trustees Associations advocating changes in teacher training. (BRB)

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These occasional papers are prepared by the staff of the Manitoba Association of School Trustees for circulation to trustees. They are not policy statements, but background papers for trustees, to assist them in making policy decisions by providing data and opinions on educational developments in Manitoba and elsewhere which seem relevant to the concerns of trustees.

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IMPROVING TEACHER EDUCATION:

SOME CONSIDERATIONS.

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Introduction

This paper was prepared as a background paper for a sub-committee of the Executive of the Manitoba Association of School Trustees. In general, the purpose was to give the members of the sub-committee, who are already familiar with the Manitoba scene, an overview of the situation in other parts of Canada, and in the United States.

The data collected, from surveys of the literature and from other trustees associations, was sorted, and a good many of the most important documents were summarized for the sub-committee. (See Abstracts of Documents). The text of the paper represents an attempt to describe and analyze the current situation, and some possible new directions.

The opinions expressed here are those of the writer. The policy statement of the Association which draws on this paper, is the only valid source for information regarding the concerns of the Association and its members.

The Goals of Teacher Training Programs

To a large extent the goals of teacher training programs are necessarily dependent upon the goals of education; that is, the question of what training programs for teachers should be like, and should achieve, is secondary to the question of what teaching should be like, and should achieve is a facet of a much more basic relationship, between teaching and learning. As Gage (1972: p. 42) points out, "a valid conception of teaching must be tied closely to a conception of learning". A recent formulation of the goals of education, produced by the Pennsylvania State Department of Education after a careful

process of consultation, provides an answer to the first question.

Goal #1 - Quality education should help every child acquire the greatest possible understanding of himself and an appreciation of his worthiness as a member of society.

Goal #2 - Quality education should help every child acquire understanding and appreciation of person belonging to social, cultural and ethnic groups different from his own.

Goal #3 - Quality education should help every child acquire to the fullest extent possible for him mastery of the basic skills and the use of words and numbers.

Goal #4 - Quality education should help every child acquire a positive attitude towards school and towards the learning process.

Goal #5 - Quality education should help every child acquire the habits and attitudes associated with responsible citizenship.

Goal #6 - Quality education should help every child acquire good health habits and an understanding of the conditions necessary for the maintaining of physical and emotional well-being.

Goal #7 - Quality education should give every child opportunity and encouragement to be creative in one or more fields of endeavor.

Goal #8 - Quality education should help every child to understand the opportunities open to him for preparing himself for a productive life and should enable him to take full advantage of these opportunities.

Goal #9 - Quality education should help every child to understand and appreciate as much as he can of human achievement in the natural sciences, the social sciences, the humanities, and the arts.

Goal #10- Quality education should help every child to prepare for a world of rapid change and unforeseeable demands in which continuing education throughout his adult life should be a normal experience.

Given the appropriateness of these goals for education, then the goals of teacher training programs can be specified, in order of importance, as

follows:

1. To provide initial and continuing programs of training which will produce effective teachers, capable of encouraging and assisting student growth in the cognitive, affective, and psycho-motor domains, (Bloom,1956) and thus their achievement of the goals of education in some measure commensurate with the limitations of their individual abilities and talents.

2. To provide a supply of teachers to the school system of the province which, in overall quantity and in specialist training, matches adequately the current and future needs of the schools.

3. To provide such programs and teachers at minimal cost in resources, both human (time and energy of individuals) and financial.

These are not, of course, exceptionable goals, yet the evidence in subsequent sections indicates that teacher training institutions have not accepted such goals, either with respect to the needs of their immediate clients, the students, or their second-order clients, the school divisions of the province. Nor is there any formal or informal advisory on policy-making body with the specific responsibility or authority to ensure the accountability of teacher training institutions.

External Factors Affecting Teacher Training Programs

Some of the most important characteristics of the provincial context in which teacher education programs operate in Manitoba are as follows:

1. The demand for new teachers is dropping;
2. Many practicing teachers are poorly prepared;
3. Some practicing teachers are weak or marginal;
4. Demands for changes in existing teaching practices are increasing;
5. Skepticism regarding the relevance of years of training to competence in the classroom.
6. The costs of education are becoming excessive, and are heavily influenced by teacher salary costs.

The first of these factors has been described by Husby (1972), who

estimates that the demand for new teachers from teacher training institutions will drop steadily from 1972 to 1979. Husby bases his projection on an attribution rate in the profession of 12% per year, on a fixed pupil teacher ratio, and on an assumed 2% increase in secondary school retention rates. He concludes that "teacher training institutions...will be under pressure from various groups to limit severely their number of graduates to avoid creating a state of chronic unemployment of certificated teachers in the province". (p. 71).

Two points about Husby's assumptions can be made: the assumption that secondary school retention rates will increase seems unlikely, given the current disillusionment in society at large with formal education, both post-secondary and secondary. This disillusionment seems likely to be rapidly translated into reduced retention rates, rather than increased retention rates. Additionally, Husby's assumption that one-half of the new teachers required will continue to be hired from amongst new graduates seems unlikely; as jobs become scarcer, teachers in other provinces will increasingly seek jobs in Manitoba. It is estimated, for example, that in Saskatchewan, which has traditionally provided some teachers for Manitoba, 2,500 teachers will become surplus in the next ten years. (Scharf, 1972) Thus Husby's projected need for new teachers from teacher training institutions is thought to be somewhat optimistic.

The fact that many practicing teachers are poorly prepared can be illustrated with data from the Department of Education's MEDIA File.

GRANT RATINGS OF MANITOBA TEACHERS
1970-1972

	1970		1971		1972	
	No.	%	No.	%	No.	%
PIAL or Less	4108	35.33	3058	25.89	2553	21.08
PIA2	1743	15.00	1995	16.89	2116	17.47
Composite	5851	50.33	5053	42.79	4660	38.55
PROVINCIAL TOTAL	11626	100.00	11810	100.00	12112	100.00

In 1972, then, nearly 39% of the teacher workforce had two years or less of formal preparation.

The weakness of some practicing teachers is much more difficult to demonstrate than dropping demand and poor preparation. A recent survey of turnover in Manitoba showed that in 1971, only 1.55% of the workforce was released, and 1.38% of these were probationary teachers, In 1972, only 1.96% was released, and 1.69% were probationary. Unless one can accept the conclusion that 98% of teachers are either highly competent, or if not resign of their own accord, the conclusion that some practicing teachers are weak or marginal seems reasonable. (Coleman, 1972)

The existence of demands for changes in programs and teaching practices, whether justified or not, is considered self-evident.

The current skepticism regarding the usefulness to students of highly trained teachers, at least amongst academic students of the problems of schools, stems from recent work stimulated by the Coleman Report.

Only the conclusions of direct interest can be cited here:

> Recruiting and retaining teachers with higher verbal scores is 5 to 10 times as effective per dollar of teacher expenditure in raising achievement scores of students as the strategy of obtaining teachers with more experience. (Levin, 1970: p. 24)

> Recent educational experiences - either undergraduate or graduate level - are important. Thus efforts to have teachers return to school during summers seem justified in terms of effects on education. The cumulative effect (the master's degree or total units) is not as important as recent involvement. (Hanuschek, 1970: p. 92)

> Most investigators find that socio-economic status, education, experience, and salary have statistically significant correlations with achievement in the expected direction. The item that seems to discriminate best is the teacher's score on a brief self-administered test of verbal facility. (This suggests that) teacher performance indicators are more relevant for judging teacher effectiveness than certification, education, and experience. (Mood, 1970: p. 2,3)

It is presumably desirable that training programs be developed which would substantially increase the relationship between student achievement and the training level of the teacher. Training programs which provided for evaluation of candidates in terms of demonstrated competence rather than course credits seem worth trying, in this connection. Further, the importance of recency of training suggests that teaching certificates should effectively be temporary or current documents, which expire unless retraining is undertaken.

There seems to be a developing consensus even within education that the costs of education are becoming excessive. This issue was debated at the 1972 annual meeting of the Canadian Education Association, and the educators assembled at the debate agreed by a small majority that in fact costs were becoming excessive. It is also the case that teachers' salary costs are a very substantial part of the whole. The following table compares changes

in teacher qualifications and salaries in Manitoba in the five year period, 1966-1970.

CHANGES IN TEACHER QUALIFICATIONS AND SALARIES IN MANITOBA, 1966-1971

Year	Degreed Teachers %	Index	Median Experience Years		Median Salary (Dollars) Dollars	Index
1966-67	30.9	100	6.5	100	4,882	100
1967-68	33.4	108.1	6.4	98.5	5,849	119.8
1968-69	36.0	116.5	6.3	98.9	6,345	130.0
1969-70	37.7	122.0	6.3	96.9	6,883	141.0
1970-71	41.3	133.7	5.6	86.2	7,324	150.0
		+33.7		-13.8		+50.0

(Statistics Canada, 1972)

It can be seen that while experience levels have fallen slightly, and the percentage of degree teachers has improved, salaries have grown very substantially in the 5 year period. If upgrading of the teacher workforce takes place within present certification and salary scale provisions, the effect on costs would clearly be very significant.

The six factors described above then lead to the following conclusions: First, due to a very weak demand for new teachers in future, teacher training institutions should increasingly be concerned with retraining, with the objective of improving the existing workforce. Second, since many practicing teachers are poorly prepared, new certification requirements in which certification is in large measure temporary rather than permanent, to ensure frequent

upgrading by teachers, are required. Third, if possible upgrading programs should provide for extensive system-wide evaluation projects which could assist divisions in identifying marginal teachers. Fourth, because of demands for changes in existing teaching practices, upgrading programs should be based, at least in part, on some new rationales and new methodologies. Fifth, because of the apparently weak relationship between years of training of teachers, the achievement of students, and the emergence of better predictors, new ways of evaluating trainees, closely related to performance, are needed in teacher education programs. Sixth, because of past increases in costs of education, upgrading programs generally should not have an impact on salaries paid, but should be based on the principle that upgrading is required not to improve salaries but merely to retain existing certification, and consequently existing salary levels.

Current Practices and the Need for Change in Teacher Education

There is some evidence that current practices in teacher education in Canada are highly similar across the country. A brief review by the Federal Department of Manpower and Immigration, supplied for the Organization for Economic Cooperation and Development Survey (OECD, 1969) confirms this. Additionally, a recent survey of "deans, directors, principals or other senior people of faculties of education and teachers colleges in all the provinces" found that there was little disagreement and little commitment to change:

> In summary, the views of this sample of 42 authorities in the field of teacher education seem to favor no very radical changes in present practices. They would prepare elementary teachers within a degree program somewhat differently from secondary teachers, giving the former a broader liberal arts and professional education than the

> latter, with more depth of specialization than secondary teachers. Most would require approximately 8-12 weeks of practice teaching distributed preferably in two or more "blocks" of practice. They would want this practice teaching supervised cooperatively by both the education professors and the teachers in the schools. (Johnson, 1971: p.13, Doc. #1.)

Approximately the same group were involved in a recent study by Clark & Coutts, (1971, Doc. #21) who developed a series of statements about the future of teacher education by means of the Delphi technique. The following are a selection of statements which are accurate descriptions of the future of education, both in probability of occurrence and date of occurrence, for the panelists selected by Clark & Coutts. The statements are given in decreasing order of probability, but all statements were assented to by more than 80% of the panelists.

1. By 1975 teacher education will be be the responsibility of universities or university-related institutions.

2. By 1975 candidates for teacher education, both for admission to preparatory programs and for first certification, will be required to exhibit satisfactory standards of excellence in (1) human relations: ability to relate to young people and to work with both young people and old by 1980 and in (2) English usage: appropriate oral and written languages.

3. The common learnings required of all teachers will include by 1975 preparation in the use of the latest educational technology and media.

4. Candidates for teacher education, both for admission to preparatory programs and for first certification will be required to exhibit by 1980 a satisfactory standard of excellence in mental health: warmth, understanding, poise, absence of hostility, etc.

5. By 1975 teacher education will emphasis the process of learning (observing, classifying, inferring, inquiring, reasoning, remembering) as contrasted with the product (information, knowledge, concepts, generalizations).

6. In the period 1971-1975 teacher education will be just about the same as it was in 1969-1970 i.e. there will be change but it will be gradual.

7. By 1985 although there will be a common core of learning for all, each candidate's program will be individually tailored.

8. Candidates for teacher education, both for admission to preparatory programs and for first certification, will be required by 1980 to exhibit a satisfactory standard of excellence in speech: articulation, enunciation, modulation, etc.

9. Never, (but certainly not before the year 2.000) will institutions devoted to the preparation of teachers disappear.

10. By 1985 teacher education will be producing teachers who are highly specialized both in individualization and in group processess.

11. Teacher education will be involved by 1990 with constant or periodic re-evaluations of teachers who will have to re-qualify to retain certification.

12. Lectures as we now know them will by 1985 be almost completely displaced by combinations of self-directed study, tutorials, the use of new technology such as computer dialed instruction, simulation, tv, microteaching and the like.

Relatively little change is seen for the immediate future, then, despite the fact that many of the people most concerned with teacher training, outside faculties of education, are dissatisfied with the present program. For example, a survey by the Alberta Teachers Association of recent graduates concluded that "the results of this survey point to many key problems in teacher education" (Rieger & Woods, 1971, Doc. #2). Similarly school trustees associations across Canada have frequently found it necessary to recommend changes in teacher training programs. In the 5 years, 1967-1971 inclusive, there were 40 resolutions regarding teacher training passed at annual conventions of trustees' associations. (See Appendix A for a selection of these). In British Columbia, the Commission on the Future of the Faculty of Education received a large number of submissions suggesting changes, and recommended some

substantial changes (Tomkins, 1970, Doc. #12). Also in British Columbia, the Vancouver School Board held a series of meetings with various organizations to gather opinions on teacher training at present in British Columbia. In general, comments were critical (Vancouver School Board Committee Report, 1971, Doc. #13).

The situation in Canada can best be described as uneasy, with some forces insisting on change, and others, generally within teacher training institutions, resisting change.

In the United States, relatively few teacher training institutions are innovative. Brottman (1972, Doc. #20.) analyzed the programs of the 95 most innovative members of the American Association of Colleges for Teacher Education, of which the total membership is 840 institutions. Of these 95, only 30 base their programs on job analysis, with the remainder being in effect guided by tradition or the experience of other institutions. Only 31 of the 95 made program expectations clear to students through a system of clearly stated goals; only 5 gathered accurate information about such things as teacher attitudes; only 11 used student information to modify course content; and only 5 had flexible programs, to allow for instance, the time spent in the program to vary, or courses chosen in the sequence to vary according to need. It should be emphasized again that these are self-described as innovative programs. Presumably other members of the association have less innovative programs than these.

Similarity of programs seems to persist in the United States, despite severe criticism of teacher education programs. (Allen & Mackin, 1970, Doc. #6),

and the existence of a number of agencies and activities tending to encourage change in teacher education methodology. As summarized by Schalock (1970), Doc. #10) these are:

1. The programs within the Bureau of Educational Personnel Development, U.S. Office of Education, that are designed to reform the educational system - witness the PPT Program, the educational leadership training program, the protocol and training complex programs;

2. The efforts of the National Center for Research and Development in Education (formerly the Bureau of Research) U.S. Office of Education, to reshape teacher education through its support of the elementary teacher education models program;

3. The efforts of AACTE with OE support to provide new directions for teacher education - witness their support of the preparation of the book Teachers for the Real World, their sponsoring of a series of nation-wide conferences to disseminate the work of the elementary models program, and the assumption of responsibility for taking to the nation as a whole that which emerges from the Texas performance-based teacher education project;

4. Revised standards recommended for teacher education and approved by the National Council for Accreditation of Teacher Education in January of 1970;

5. The availability of new patterns of education that have been tried and tested in the public schools, for example differentiated staffing patterns, the individualization of instruction, team teaching; and

6. The leadership being shown by the Teacher Corps in its move to make all Teacher Corps programs performance-based, field-centered and personalized.

These activities have begun to produce results which will be described in the next section.

Some New Directions

The short supply of innovative programs in teacher education both in Canada and the United States is astonishing, considering the wealth of proposals for modifying teacher education programs. There are several popular

approaches to developing proposals. One examines the characteristics of excellent teachers; (e.g. Radebaugh & Johnson, 1969, Doc. #7). Another emphasizes examination of the nature of the teaching task; (e.g. Macdonald, 1968, Doc. #28). The second is currently widely accepted.

In Canada, the work of Macdonald is probably the most extensive review of teacher education programs and possibilities. He analyzes thoroughly the conditions for the rationalization of teacher education, and establishes the following principles:

1. Unless it is desired to repeat past errors, no new teacher education programs should be devised that are not based on a thorough analysis of teaching as a task.

2. Unless it is intended that the present separation between teacher education and teacher behavior should continue, no new teacher education program should be devised that does not include provision for the measurement of performance following training.

3. Teacher education must cease to be the exclusive responsibility of universities and colleges, and become the overt concern of the whole educational system.

4. The organizational provision for research on teaching and for the evaluation of teacher performance has to be made within the educational system, since external agencies cannot perform these functions adequately.

5. The early graduates of a teacher education program that employs the task-analytical approach to instruction must be treated as a cadre group, and remain in close touch with the training institution. (1968. Doc. #28)

However, no serious commitment seems to have been made to the development of appropriate new models for teacher education, and the field testing of such models. Macdonald's suggestions have, so far as can be ascertained from the literature, never been followed through in Canada, even though they do suggest

a detailed scheme for bringing about an Integrated Teacher Education Program.

One of the reasons for the failure to follow through on these suggestions seems to be the inadequacy to date, of the analysis of teaching as an activity. As Gage points out, "the development of theories of teaching has been neglected" (1972: p. 57). Clearly such theories of teaching are closely related to learning theory, of which there is no shortage. The relationship has been described as follows: "I would classify basic principles of teaching as special derivatives of school learning theory" (Ausubel, 1968: p. 213). Another major theorist, Bruner, in developing a theory of instruction is "concerned with how what one wishes to teach can best be learned, with improving rather than describing learning" (1966: p. 40). Gage points out the reluctance of psychologists who specialize in learning theory to proceed to the development of theory of teaching, and suggests the implications for teacher training: "in training teachers we often seem to rely on mere inference from theory of learning to the practice of teaching. Yet, what we know about learning is inadequate to tell us what we should do about teaching". (1972: p. 61). Such comments reveal the difficulties in proceeding in the direction Macdonald outlines.

However, it is possible to see that the principles enunciated by Macdonald have in fact been followed through in recent developments in the United States. In fact, one version of the process he described had already been developed into a program for training secondary school teachers at Stanford University when Macdonald was writing. This program describes a set of "technical skills", which

Represent an analysis of the teaching process into relatively discrete

> components that can be used in different combinations in the continuous flow of the teacher's performance. The specific set of technical skills adopted in the teacher education program is arguable. Indeed, the list of skills has been revised a number of times over the years. What is important is the approach - the attempt to analyze teaching into limited, well-defined, components that can be taught, practiced, evaluated, predicted, controlled, and understood in a way that has proven to be impossible for teaching viewed in the larger units that occur over a period of a day, a week, or a year. (Gage, 1972: p. 116).

The most common approach to developing proposals for changes in teacher education in the United States is an outgrowth of the analysis of the teaching task, and involves careful analysis of the skills and competencies a teacher must be able to exhibit in order to teach effectively. It includes an emphasis on the development of objectives, the development of certain skills, and the evaluation of performance. There are two common types of program proposals in this category, performance-based programs, and competency-based programs. The differences between them are subtle and relatively minor.

> Performance-based programs differ from those that are experience-based in that outcomes expected to derive from them are specified. Operationally, this means that the knowledge, skills, attitudes, sensitivities, and competencies that prospective teachers are expected to have upon completion of a teacher education program are specified, and the indicators acceptable as evidence of the realization of those outcomes are made public. Performance-based programs do not deny the significance of experience, but they openly recognize and treat experience as a means rather than as an end. They treat experience as a variable to be manipulated in the realization of given ends rather than as an end in itself. By so doing, performance-based progams are open to continuous change on the basis of feedback as to the success they are having in realizing the ends that they are committed to accomplish. (Schalock, 1970: p. 4, Doc. #10).

The notion of competency-based teacher education programs is relatively common in the literature. The following definition has become widely used:

> A competency-based teacher education program is a program in which the competencies to be demonstrated by the student and the criteria to be applied in assessing the competencies of the student are made

> explicit, and the student is held accountable for meeting these criteria. At first glance, this may appear a rather harsh, mechanistic approach to teacher education yet nothing could be further from the truth for the teacher competencies specified by those involved in the program are those particular attitudes, skills, understandings, and behaviors they feel facilitate the intellectual, social, emotional, and physical growth of children.
>
> The criteria used in assessing the competence of the student are three fold. First, their knowledge criteria - used to gage the student's cognitive understanding. Performance criteria are employed to assess the teaching behavior. Product criteria are used to assess the teaching effectiveness. The growth of pupils he has taught are the evidence for this assessment.
>
> ...in a traditional program, time is held constant while achievement varies. The emphasis is on the completion of a certain number of courses regardless of whether the student acquires mastery in all areas of study. On the other hand, in a competency-based program, achievement is held constant and time varies. That is, competencies to be achieved are specified and the student achieves those competencies at his own rate of progress. He moves as quickly as he wishes and is able. (Weber, 1971: p. 47, Doc. #16).

Such notions have resulted in a good many new models for teacher education which have been field tested, with reasonably satisfactory results. (See. e.g., Lougheed, 1971, Doc. #19; Joyce, et al., 1972, Doc. #17; Weber, 1971, Doc. #16).

Macdonald's second principle, which emphasizes evaluation, has been asserted by a number of American writers. One dimension of teacher evaluation currently being studied is student evaluation (Veldman & Peck, 1970, Doc. #24). More generally, there has been substantial emphasis recently on observation instruments and methodology, both as tools for preparing school personnel, (Abramson & Spillman, 1971, Doc. #15) and also evaluation techniques using interaction analysis. (Shermis, 1971, Doc. #4; See also Flanders, 1969).

Macdonald's third principle, that teacher education must become the overt concern of the whole educational system, is commonly stated, but less commonly

practiced. (See, for similar statements, Hanson, 1972, Doc. #14). There are however one or two instances of the development of techniques for spreading responsibility for teacher education, one of which is the teacher education center. This consists of a cluster of two or three adjacent schools, which are used both as ordinary schools and also as laboratory schools for pre and inservice programs for teachers. Organizationally, this represents a partnership between a school system and a teacher training institution. (Collins, 1970, Doc. #3) Clearly such teacher education centers could also provide for research on teaching and the evaluation of teacher performance, Macdonald's fourth principle.

One other closely associated new direction currently being suggested concerns teacher certification or classification. In one form proposals suggest that re-certification on the basis of meeting up-dated competency requirements is necessary. (Allan & Mackin, 1970, Doc. #6) Similarly in Manitoba, a convention resolution of the Manitoba Association of School Trustees suggests that the Public Schools Act should be amended so that permanent teaching certificates would no longer be issued, and that a program of educational improvement would be required in order to keep the teaching certificate valid. (See Appendix A)

A more extensive change is proposed by the Saskatchewan School Trustees Association, which suggests that the present criteria for classification, academic qualifications, is irrelevant and should be abolished. A system of classifications based on work done would be established in its place, and teachers would be paid on the basis of the classification into which they fell. (SSTA, 1972, Doc. #23)

The current concern with futurology, and long range planning, has produced a number of contradictory statements on the future role of the school. Most of these suggest expansion of the role of the school, with an associated expansion in teacher training programs. However, one statement by an eminent sociologist suggests quite the reverse, that the role of schools should be increasingly restricted. James Coleman (1972, Doc. #22) suggests that the young need a variety of skills to become adults. It is possible for the schools to be made responsible for providing a large range of these skills, including occupational skills, and many new career development programs are indeed attempting to do this. However, Coleman believes that these skills are more easily and effectively learned in an occupational setting than in a school. Distinguishing between experiential learning, and intellectual learning, Coleman maintains that the first is characterized by the necessity for action, immediately following and based upon learning. Such learning necessarily must take place outside the school. If this suggestion is correct, then the extent of the school's responsibility for other than intellectual skills may be to provide an adequate liaison process, through which the young can gain acceptance into the occupational institutions of society. Teacher training then need only prepare teachers for the traditional teaching functions in the traditional disciplines. This is not to say of course that the methodologies and organization of schools and classrooms need continue as at present.

Although it is not the purpose of this paper to propose specific pilot

projects, some programs worth considering for trial can be suggested:

A. The New Teacher As Change Agent

Such a program would be based on the hypothesis that innovations in education based on changing the behavior of existing personnel are likely to be relatively ineffective. Social scientists "are now confronting the uncomfortable possibility that human beings are not very easily changed after all." (Etzioni, 1972: p. 45) One version of this approach to innovation was attempted after the completion of training, in British Columbia. (Oldridge,1967) The likelihood of success would presumably have been improved if the training program had been modified to emphasize the change agent role of the new teacher.

B. Team Teaching and Differentiated Staffing

A program intended to develop teachers who would anticipate working in team teaching or differentiated staffing settings would presumably be considerably different from a training program intended to develop independent practitioners in closed classrooms. A specific program for developing teachers for the group settings has been commenced at Stanford University (1970).

C. A Teacher Internship

The general pattern of a heavy emphasis on university course work, with an additional and relatively minor practice teaching session could presumably be reversed so that the main emphasis was on an internship session with a very limited amount of on-campus training. Such a program has been commenced for specially selected students at the University of

Victoria. A program of this type in Manitoba could be linked closely with the need for para-professional assistance to teachers, and with the concern about the relative difficulty which rural divisions have in obtaining good new teachers. In fact, given the concern about this latter element, the program might locate internes exclusively in rural divisions.

The suggested programs can be developed on the basis of demonstrated competencies, or make generally an analysis of the teaching task supported by research.

In essence, this section has demonstrated that Macdonald's proposed principles for changes in teacher education programs have to some extent been observed in the development of new models in the United States. Adequate research is now available for the development of new models in teacher education. Gage's recent summary of research on teaching suggests the current status of this activity:

> Research on teaching has come a long way. From the naive effort of the 1920's and 1930's to the more sophisticated work of the 1970's, we can see genuine progress. Where the earlier efforts sought well-nigh miraculous predictions of overall teacher effectiveness on the basis of a few test scores, the later work aims to improve such effectiveness in specific skills on the basis of intensive and validated training procedures. Where the earlier effort made much use of global ratings, the present day-work relies much more on reliable counts of specific behaviors. Where the earlier effort focused on overall comparisons of extremely complex and vaguely defined "teaching methods", the more recent work focuses on evaluations of much more modest but also thoroughly controlled and described sequences of instructional acts evaluated on the basis of specific and reliably measured effects of students. Where the earlier work was hard to apply because the independent and dependent variables could seldom be pinned down or transported from one situation to another, the more recent work gives us packages and products that can have the same form and meaning regardless of the situation or the user. Where the earlier work failed

> to differentiate among teacher roles, types of students, and varieties of educational objectives, the more recent work is much more modest and recognizes the need for specificity in these respects. (1972: p. 206)

If this is the case, it seems highly desirable that immediate changes in teacher education programs be implemented, and that "since reliance and consensus and the common sense of experience has brought such disappointing returns, teacher education has no alternative but to rest its faith on research and the application of research". (Macdonald, 1968: p.79)

Conclusions and Implications

The conclusions and implications for Manitoba drawn here are based directly upon the information and analysis which precedes this section. Taken together, they do suggest rather substantial changes in teacher education, in purposes, programs, administration, outcomes, and control. Because the changes are not presented in detail, because they affect large numbers of people, because universities seem generally slow to innovate, and because in some cases, changes in legislation are required, it seems reasonable to anticipate only slow progress by easy stages. However, the changes seem at the present time inevitable in general direction if not in specific outcome.

The goals of teacher training institutions are clearly contingent upon the goals of education and can only be stated in reference to these. The primary consideration, the production of effective, appropriate, and satisfied teachers, does seem contingent upon the development of much more effective feedback mechanisms than exist at present. One important and at present missing mechanism seems to be some formal body which will act, either in an advisory or policy-making capacity, to ensure the accountability of teacher training institutions

to the educational system in the province. It seems reasonable to assume that the present Board of Teacher Education and Certification of the Department of Education could carry out these extended responsibilities, particularly if the representation of various interested parties on the Board was somewhat modified, in the light of the new responsibilities.

The external factors affecting teacher training programs, as summarized on page 8, suggest the need for significant changes. These involve changes in the balance between pre-service and in-service training, the nature of the teaching certificate, and the rationales and methodologies of teacher training programs. Perhaps most importantly, recent findings in research on the effectiveness of teachers suggests that performance indicators are becoming essential components of both the training process, and subsequent evaluation. The development of such performance indicators is of course only partially the responsibility of teacher training institutions.

Although the need for change in teacher training practices seems to be clearly evident to, for example, school trustees' associations (see Appendix A), it does not seem to be evident as yet to the senior members of faculties of education and teachers' colleges in Canada. There was, amongst this group, very little commitment to change in 1971. This situation in Canada is paralleled in the United States, except that a number of institutions and individuals are pressing hard for change in that country.

The basic principles enunciated by Macdonald for the reform of teacher education, which include an emphasis on analysis of teaching as a task, the measurement of performance following training, the extension of the responsibility for teacher education to the educational system as a whole, the provision for

research on teaching, carried on throughout the educational system, and the careful review of the work of early graduates of new programs, seem generally to have been accepted in the development of new models in the United States. The analysis of the teaching task has lead to a new concern with precision in training, that is in training teachers to perform specific activities, and exhibit specific competencies, in the classrooms. Linked with this is a new emphasis on teacher evaluation by close observation, and in a few places the development of clinical settings which serve as both ordinary schools and teacher education centers. Such settings provide both pre- and in-service programs.

One major implication which can be drawn from these new directions is the importance of multiplicity - there are a number of new approaches, and programs, which seem worth trying. A second implication is the importance of process variables, particularly those associated with teacher behavior; many of the new approaches can be linked with an analysis of the technical skills involved in teaching, and with micro-teaching. A third implication is less clear cut, but suggest an increasing emphasis on specialization of function. This is consistent with the proposal of, for example, the Committee on Teacher Education Professional Standards of the Canadian Council for Exceptional Children. (1971) Finally, it seems clear that new techniques in evaluation of teacher effectiveness can and should be linked with many of the new approaches. The final element is of course extremely significant for the educational system as a whole, and is not solely the responsibility of teacher training institutions.

The case for change seems convincing; some general directions are evident. Given some commitment to change, a period of consultation and proposal development is necessary, but significant changes should surely be in evidence within the near future.

ABSTRACTS OF DOCUMENTS

The documents summarized here were accumulated from a variety of sources, including a review of the literature, and extensive personal solicitation. The educational divisions of the four western school trustees' associations were particularly helpful in providing material. However, the literature on teacher education is so vast that what is presented here represents only a very small portion. Specifically excluded are all materials prior to 1967. What remains purports to be summaries of useful recent documents in the field.

In general, the abstracts were prepared in the MAST office by Mrs. Shirley Merry, Research Assistant, and emphasized statements of current problems with teacher education, proposals for modifications of programs or new programs, and theoretical and empirical justifications for change. Some of the abstracts, however, were originally published by the Educational Resources Information Center of the U.S. Office of Education, and others were orginally provided by the authors. The source of each summary.is indicated by bracketed labels, thus (SM), (ERIC), or (Auth.).

Document No. 1

Johnson, F. Henry, "What do the Teachers of Teachers Think about Education Training Programs?" in Education Canada, March, 1971.

The following opinions on teacher education in Canada were collected by Dr. Johnson in his survey of teacher educators.

Teacher education has been primarily carried on in the university environment because it was thought that the university would provide the two essentials for future teachers, a good general college education and good professional training. One of the main problems in teacher education concerned the balance between academic and professional courses. Most educators felt that elementary teachers needed more education courses, while secondary teachers needed more courses in the liberal arts area. One professor summed it up this way, "the secondary teacher needs more depth of specialization in academic disciplines. The elementary teacher more depth of specialization in child development, learning theory and diagnostic skills."

Practice teaching was considered to be an important part of the teacher education program as it provided assurance and skill as well as a better understanding of the course work. There was some question as to how much time should be spent practice teaching, how it should be allotted and who should be responsible for supervision. Most felt that 4 to 9 weeks was sufficient time for practice teaching and that this should be divided into two or more "blocks" of several weeks each. It was also generally agreed that supervision should be a joint effort between education professors and school personnel. Most also agreed that an internship program would be a valuable addition to teacher education programs.

In regard to what courses should be included in teacher education programs, it was felt that the essential methodology courses for elementary teachers were language arts, mathematics, elementary science, social studies and developmental reading. There was some disagreement as to whether they should be taught as separate courses or combined in a general methods course. For high school teachers the consensus was that a methods course associated with the subject matter specialty should be compulsory. Educational psychology courses were also considered essential for both elementary and secondary teachers. English was considered to be the most essential liberal arts course for both elementary and secondary teachers.

Teacher selection plays an important role in teacher education, and it was agreed that the selection of trainees could best be made by using a variety of methods, including pre-enrolment interviews, and close observation and assessment of the student's personality, attitudes and aptitude in classes and while practice teaching.

On the whole, the educators questioned did not favor any radical changes in the present teacher education programs and practices.

(SM)

Document No. 2

Rieger, T.F., and Sandra Woods, Teachers' Evaluation of Their Preparation For Teaching, The Alberta Teachers' Association, Edmonton, October, 1971.

This study dealt with a questionnaire sent to 256 Alberta teachers in 1971, asking their opinions about their preparation for teaching. The teachers recommended the following improvements for teacher preparation in Alberta.

1. More time should be spent practice teaching and gaining classroom experience.

2. An internship program should be established.

3. The quality of professors in the Faculty of Education should be raised and, as well, education courses should be more oriented to reality.

4. The entrance standards of the Faculty of Education should be raised to ensure good candidates for teaching.

5. Teachers should have a greater general arts/science background.

6. Teachers should be given more knowledge of students and children.

(SM)

Document No. 3

Collins, James T., "The Teacher Education Center Concept: A Unifying Approach to Teacher Education , Educational Leadership, March, 1970.

The teacher education center is a new concept in teacher education which emphasizes continuous career development, and a coordinated program of pre-service and in-service experiences for experienced professionals as wellas undergraduate students. Physically, it is a cluster of two or three geographically contiguous elementary schools, or one or two junior highs and a senior high school. Organizationally, it is a partnership between a school system and one or two teacher training institutions.

A full time coordinator directs the program in each center and is jointly selected and employed by the school system and the teacher institutions. His role is to put together creatively the personnel and material resources of the school system and the university or training institution in ways that will produce effective laboratory experience programs for students and in-service programs for supervising teachers working with students. Other personnel would include a university resource consultant supervisor and supervising teachers.

The pre-service programs for undergraduates includes both intensive and extensive experiences. Intensive experiences involve working with one teacher in developing the initial teaching skills, while extensive experiences provide a broad and comprehensive contact with teaching and might include working in other areas, at other levels, observing other teacher models and so on.

The in-service programs for professionals are intended to advance expertise in teaching and clinical supervision through courses, workshops and seminars.

The author feels graduates from teacher education centers tend to exhibit more of the good teacher qualities than do those from other institutions, i.e., they participate more widely in the total school program and become involved in a greater variety of experiences, use a greater variety of instructional approaches such as team teaching, programmed learning, educational television and audio-visual aids.

(SM)

Document No. 4

Shermis, Samuel S., "Precision: The Coming Emphasis in Teacher Education", Peabody Journal of Education, Vol. 49, No. 1, October, 1971.

If teacher education is to change and mature, a new emphasis must be placed on precision in educational techniques. Interaction analysis, audio-tutorial techniques, behavioral objectives and micro-teaching are four techniques that have precision as their essential goal. These kinds of techniques help professionals in deciding if they are getting the desired results from their programs.

Interaction analysis (a method of identifying and analyzing the verbal interactions that take place between a teacher and students and among students) helps students identify specific teaching behaviors and helps them evaluate such behaviors.

Audio-tutorial techniques (the means by which a student teaches himself using a variety of teaching modes, ranging from filmstrips to instructors) present essential information while individualizing the learning process.

Behavioral objectives enable students to translate highly abstract terms into concrete action.

Micro-teaching (a student teaching other students in front of a television camera) gives students a chance to practice before their peers and also to view their own teaching behavior.

(SM)

Document No. 5

The Committee on Teacher Education and Professional Standards, The Canadian Committee, The Council for Exceptional Children, from Chapter I, "Preparation", of Standards for Educators of Exceptional Children in Canada, The Canadian Committee, The Council for Exceptional Children, Toronto, 1971.

This report makes a good many recommendations about standards for educators of exceptional children; the following list of recommendations is a portion of those given in Chapter I.

It is recommended that . . .

23. teacher education program be based upon professional role expectations, relevant tasks, and essential competencies;

24. individual faculties of education develop statements of teacher competencies as a basis for their teacher education programs;

25. statements of teacher competencies be based upon the needs of exceptional children and the tasks required of their teachers to meet those needs;

26. individual faculties of education develop performance criteria and evaluation criteria to accompany the teacher competencies;

27. all teachers of exceptional children demonstrate a minimum standard of performance in providing experiences which satisfy children's intellectual, emotional, psychological, physical, and social needs;

28. all teachers of exceptional children demonstrate a minimum standard of performance in developing sensitivity to the needs of children, as individuals and in groups;

29. all teachers of exceptional children demonstrate a minimum standard of performance in providing rewards and reinforcements for children;

30. all teachers of exceptional children demonstrate a minimum standard of performance in providing appropriate motivation for each child, in keeping with his level of development;

31. all teachers of exceptional children demonstrate a minimum standard of performance in providing opportunities and resources for knowledge and skills to be learned;

32. all teachers of exceptional children demonstrate a minimum standard of performance in guiding each child toward independence;

Document No. 5

33. all teachers of exceptional children demonstrate a minimum standard of performance in organizing the classroom so that individual and group learning can take place and social relationships are enhanced;

34. all teachers of exceptional children demonstrate a minimun standard of performance in developing an atmosphere that is permissive to the extent children are free to explore, experiment, and make mistakes;

35. all teachers of exceptional children demonstrate a minimum standard of performance in organizing the classroom so that responsible behavior is fostered.

A great many other extremely specific and detailed recommendations are given, but those above seem generally relevant to teacher education programs. (SM)

Document No. 6

Allen, Dwight W., and Robert A. Mackin, "Toward '76: A Revolution in Teacher Education", Phi Delta Kappan, May, 1970.

The authors believe the entire educational system is out of date and unresponsive to the great social and technological changes taking place; and that the present teacher education programs serve as a major reinforcer of this outmoded system. The situation is further aggravated by rigid certification requirements, emphasizing traditional rather than innovative courses; unattractive teacher salaries which tend to discourage "good" people from entering the profession; and an emphasis on quantity rather than quality.

Due to the recent increase in the number of teachers, school systems can be highly selective in their recruitment, and if teacher institutions are to turn out competitive people, they will have to make major program modifications. Change in teacher education p ograms has been very slow and difficult. However, the deans and directors of education felt changes in the present teacher education programs were desperately needed and consequently organized the Association of Colleges and Schools of Education in State Universities and Land Grant Colleges for the purpose of determining what kinds of change were needed and how best to implement change on a wide scale.

The major concerns of the association were formulated in their report, "The Requirements of Teacher Education in the Next Decade" and included the following:

1. A reassessment of the goals and objectives of the educational system to see whether traditional curriculum bases adequately prepare students for our society.

2. Further development of the differentiated staffing concept, including investigation of new and specialized roles that will be required in the schools and the development of programs to prepare for these roles, the development of models of differentiated staffing utilization, and the determination of appropriate sources for training part-time and voluntary staff.

3. The provision of systematic in-service training on a day-to-day basis.

4. Recertification on the basis of meeting up-dated competencies.

5. The systematic use of technology in constructing laboratories and simulated clinical experiences for the practice of teaching skills.

The parameters of teacher education have not been tested to any great degree because educators in all parts of the country have relied on identical programs(the standard foundations-methods-student teaching framework) for educating teachers. In order to determine what kinds of programs and approaches are the best, teacher education must invest a great deal more of its resources in research and development.

(SM)

Document No. 7

Radebaugh, Byron F., and James A. Johnson, "Phase II: Excellent Teachers - What Makes Them Outstanding?" Clearinghouse, March, 1971.

Phase II of a Northern Illinois study deals with the characteristics of excellent high school teachers which distinguish them from non-excellent high school teachers. Some of the findings in the study regarding the nature of teaching excellence were as follows:

1. Excellent teachers encourage student thinking on a more sophisticated level than non-excellent teachers.

2. Their classrooms are condusive to higher level, active, student participation in learning.

3. Their classrooms can be categorized as cooperative-creative classrooms,and classes are conducted in a "conversational" manner.

4. Excellent teachers are smooth, confident skilled verbal performers and are particuarly skilled in making good use of student questions, comments and information to forward the goals of the class.

5. The excellent teacher is skilled in his subject matter but cannot theorize well about what he does in his classroom.

6. He is aware of the great complexities of teaching and learning and realizes that he is not always successful.

7. Excellent teachers take the planning phase of teaching more seriously than do non-excellent teachers and believe plans should be flexible and focus on student participation in learning.

8. Excellent teachers feel that critical thinking is the most important educational objective. It might be important to note here that creativity was not mentioned by excellent teachers as being an important educational objective.

9. Excellent teachers do not rate any higher than non-excellent teachers when their ability to think critically is tested.

These findings relate to teacher education in several ways. Pre-service and in-service training programs should make an effort to help teachers improve their ability to cause students to think on a more sophisticated level, and also help teachers develop smooth, skillful, thoughtful class discussion techniques.

Other findings might be of value in hiring new teachers. Hiring officials might want to note applicant's verbal behavior, the importance he places on planning and so on. Teacher educators might want to work into their programs experiences which help teachers increase active student thinking.

Further research might also be done to determine why creativity does not seem to be an important objective for excellent teachers, as well as why they do not seem to have the ability to provide a good theoretical account of their teaching.

(SM)

Document No. 8

Birch, D.R., "Teacher Education in British Columbia: The Simon Fraser University Example", Canadian Superintendent's Yearbook, 1970.

In his article, Dr. Birch comments on teacher education programs at Simon Fraser University. He feels effective teachers must have an adequate conception of the teaching/learning process, of performance skills, and of the ability to relate performance skills to concepts of the teaching/learning process. Teacher education programs should provide experiences through which trainees can develop these requirements. Simon Fraser University attempts to achieve these objectives through its Professional Development Program, and increases the effect of these experiences through its Guided Self-Analysis Program.

Several underlying principles of the PDP structure are as follows.

1. Some important roles in teacher education are most appropriately filled by practicing teachers.

2. If teachers play important roles, there must be considerable payoff for them in professional growth.

3. A substantial proportion of professional education should take place in a setting similar to that of the professional career.

4. A professional program should promote patterns of professional development which may continue through a career.

The program at SFU is a 12 month program made up of 3 semesters. The first semester is divided equally between classroom and campus and thus presents the trainee with contrasting role models. The second semester is spent in the classroom and provides actual teaching experience. The third and final semester is spent on campus and gives the student an opportunity to fill in any areas of need.

The Guided Self-Analysis program, an innovation at SFU, is one procedure used to get students to learn from their teaching experiences through analysis of a video-tape recording of their interaction with learners. A person in the Guided Self-Analysis program has a growing awareness of his own behavior and its effect on pupils;recognizes and modifies certain behaviors as they occur; learns directly from his experience; develops the ability to gain feedback through analysis of his recorded behavior; and takes responsibility for his own learning.

(SM)

Document No. 9

Fantini, M.D., "The Reform of Teacher Education: A Proposal for New York State", Phi Delta Kappan, April, 1972.

The study reported in this paper reviewed current problems in teacher certification and education and concluded that reform is necessary. The recommendations for reform were based on a number of assumptions: changes in schools both affect and are affected by changes in teacher education; teacher certification should be based on performance rather than on course completion; school settings are required as teacher education centers; teacher preparation must allow for alternatives; teacher education should be treated as a regional matter requiring the coordination of the resources of the region; reform will necessarily be a conversion program, that is the institutions now preparing teachers must be given the opportunity to change their programs; reform is dependent on the participation of all interested parties.

Ways in which the above considerations can be translated into specific programs are spelled out in the report.

(SM)

Document No. 10

Schalock, H.D., Alternative Strategies and Foci for Teacher Education, 1970: Mimeo. ED 055 973.

The growing dissatisfaction with present approaches to teacher education, the availability of increasingly analytic tools in teacher education, and a demand for greater accountability in education generally have given rise to the concept of "performance-based criteria" for teacher certifications. In general terms, performance-based certification asks that the criteria for certification, whether those criteria are knowledge and/or behavior and/or the products of behavior, be made explicit, and that students of teaching be held accountable in relation to those criteria if they are to become certified.

Central to the question of performance-based certification is the issue of whether performance beyond the knowledge should be defined in terms of teaching behaviors, the products of teaching behaviors or some combination thereof. On philosophic as well as practical grounds, the question is real and in the author's judgment of utmost significance to education and teacher education in the decades to come.

The purpose of the present paper has been to raise some of the questions that surround the issue, build the case for both positions in relation to the issue, and spell out some of the related issues that need to be resolved depending upon the position taken. The bias of the author is towards certification criteria that focus upon the products of a teacher's behavior, rather than a teacher's behavior per se, for the products that derive from teaching are after all that which education is ultimately about. It is also reasonably safe to assume that these are also the criteria by which teachers and the teaching profession will be held accountable for in the future. (author)

Document No. 11

Horowitz, Myer, Teacher Education and the Schools, A presentation to the Western Canada Educational Administrators' Conference, Alberta, October 14, 1972.

Dr. Horowitz feels that the problems of teacher education can be solved only if all interested parties (trustee organizations, teacher organizations, the public, government and commissioners) work together. Agreement has already been reached on the importance of teacher education, the need for extended quality experiences in the school, and on the involvement of the teaching profession and school systems in the planning and implementation phases of the field experiences component.

Recent teacher education programs for elementary teachers at the University of Alberta emphasize field experiences. During the first year of the three year program, half days are spent in a number of schools to help students, through observation and limited participation, re-orient their outlook from that of student to that of teacher. In the second year of the B. Ed. program students spend two and a half days a week for five weeks each term in the schools and attend seminars to help them gain competency in individual and small group instruction. Third year students spend three and a half days a week in the schools for one term and five consecutive days after the academic year for the purpose of gaining competency in a wide range of skills necessary for teaching.

Because it was felt satisfactory extended field experiences were not being provided, in 1972-73, a special program in the Faculty of Education for third year students was instituted. The students were to spend 10 of 28 weeks in the schools. Faculty of Education courses were developed around themes identified in the Worth Report, learner and learning, self and society, basic competencies, and special competencies.

At the secondary level, after degree, students are involved in field experiences and related seminars in curriculum and instruction.

Quality field experiences are related to a number of issues.

1. Field experiences must be an integrated part of the total teacher education program.

2. A number of different field experiences over a period of time are necessary for the students to make the transition to teacher.

3. Supervision must come from professionals from both the school and the university.

4. Student interaction is important so student teacher groups should be kept small enough to allow for this.

5. Cooperative planning between the Faculty of Education and school systems and their teachers and administrators is an important element in developing an adequate teacher education program.

(SM)

Document No. 12

Tomkins, George, "B.C.'s COFFE Report - Student Teachers Should Study Teaching", Education Canada, September, 1970.

British Columbia's COFFE (Commission of the Future of the Faculty of Education) Report proposes that education in the future should focus more on the study of teaching, particularly the student's own teaching. Because teaching has long been viewed as a kind of undifferentiated task that most anyone could perform, it has lacked an adequate concept of professionalism. A concept of professionalism is necessary because it embodies the idea of specialization, an essential factor in improving teacher education and education in general. Differentiated staffing programs are a step in this direction. The COFFE Report proposes a system of specialization based on who is taught (i.e. a particular category of children, primary, elementary, secondary and so on)and what is taught (i.e. a particular curriculum area identified by particular subjects as well as professional services).

The Report emphasized teacher training rather than teacher education, because although present teacher education programs purport to provide adequate teacher training, they in fact do no such thing. Present teacher education programs include general education, academic specialization, professional education and practice teaching but with a noticeable lack of any relationship amongst them. The COFFE Report proposes the development of a teacher education program based on specialization and a coherent training sequence. Students learn and practice teaching skills in small groups or in simulated teaching situations. After developing these skills they teach full lessons to larger groups of pupils and eventually assume responsibility for normal teaching assignments under faculty supervision.

The author feels that the establishment of such training programs will be difficult because most teacher educators themselves do not have the necessary skills. Therefore, if teacher education is to be reformed, retraining of teacher educators must receive high priority. The aim of all teacher education programs should be the training of high level specialists who will be professionals.

(SM)

Document No. 13

Vancouver School Board, Teacher Training and Public Input, Vancouver School Board Committee Report, December, 1971

The Vancouver School Board Report on Teacher Training and Public Input was done because the Board felt they knew what kind of teachers they wanted, but in addition wanted to find out if present teacher education programs were providing them and, if not, what changes in the present teacher education program would be necessary to do so. Representatives from the Vancouver School Administrators' Association, the B.C. School Trustees' Association, the Vancouver Elementary School Teachers' Association and the Vancouver Secondary Teachers' Association were asked to comment on the situation and the following is a summary of their comments.

The Vancouver Elementary School Teachers' Association recommended:

1. the need for coordination between sponsor teachers and faculty advisors;
2. a longer and wider observation period;
3. a longer practicum; and,
4. greater screening of potential teachers, especially in regard to personality.

The British Columbia School Trustees Association felt:

1. that the students' knowledge of methodology was not good enough;
2. that the internship program came too early, before training was completed; and
3. that more emphasis should be placed on screening applicants before too great an investment was involved.

The Vancouver Secondary School Teachers' Association felt that the two main weaknesses in teacher education program in B.C. were in selection practices and the internship period.

The Vancouver School Administrators' Association recommended:

1. more extended internships;
2. a revision of present methodology courses; and
3 more emphasis on the need to relate programs and courses more realistically to teacher and learning conditions in the classroom.

The general consensus was that teacher education at Simon Fraser University was better than that at the University of British Columbia, but that nevertheless teacher education in B.C. is urgently in need of study and change.

(SM)

Document No. 14

Hansen, Kenneth H., "The Revolution in Teacher Education", The School Administrator, August, 1972.

At the present time there is a revolution taking place in teacher education in America with traditional programs being abandoned or collapsing under new stresses and strains. New programs are being developed, new standards applied and new forms of teacher certification proposed and experimented with. Revolutionary changes in teacher education are badly needed because traditional programs have become irrelevant, outmoded and ineffective in producing teachers that produce results. The following is a list of proposed changes

1. teachers should be evaluated by their competencies rather than by degrees or courses - teachers must demonstrate competencies;
2. more teacher education should take place in the schools rather than in the colleges and universities;
3. teacher education should be controlled by those in the profession not by professors;
4. teachers should be judged by the results they produce, i.e. learning in students; and
5. teacher education programs should be modern and support contemporary trends and alternative life styles.

Although revolution in teacher education is inescapable, its specific direction has not yet been established. However, one overriding principle is evident - teacher education must be a cooperative effort between teacher educators, teacher organizations, school divisions, and state educational agencies. The following is a list of directives for new teacher education programs as proposed by Dr. Hansen:

1. they need to define the needed competencies for teachers;
2. they must provide different ways for teachers to achieve competency consistent with their own personal beliefs, their own value system and learning and teaching styles;
3. they must move from the classroom to the school room;
4. they must orient teachers for the necessity for and processess of change;
5. teachers need to learn specific differentiated tasks;
6. teachers should have concern, knowledge and respect for the world of work;
7. teachers need to learn the intelligent and selective use of modern media;
8. teachers need to learn the meaning of accountability at the classroom level;
9. teachers need training and experience in accurately and precisely stating both performance and process objectives;
10. teachers must have a sense of purpose and importance;
11. programs need to reaffirm the importance of a liberal arts background; and,
12. programs need to reaffirm the importance of authority in education.

Document No. 14

Administrators will play an important role in the revolution in teacher education. Administrators can fulfill their role in the following ways:

1. provide precise position and task descriptions;
2. provide teacher evaluation;
3. provide longer periods of apprenticeship or probationary service;
4. provide evaluation of student learning; and
5. make sure the school climate is favorable to teachers who emerge from these new revolutionized programs.

(SM)

Document No. 15

Abramson, Theodore, and Helen Spilman, Observation Instruments and Methodology and Their Application in the Classroom: An Annotated Bibliography, City University of New York, N.Y., Office of Teacher Education, September, 1971. ED 062 277

This bibliography consists of a listing of papers, reports, and books that discuss and describe observation instruments and methodology and their application in the classroom teaching-learning situation. The entries are presented in three sections:

1. the development of observation techniques and instruments, the use of observation instruments, and statistical considerations related to data collected through observation methods (85 items);

2. studies in which observation techniques have been used as a research tool (32 times); and

3. papers included in a bibliography compiled by Sandefur and Bressler entitled "Classroom Observation Systems in Preparing School Personnel: An Annotated Bibliography" (39 items).

(ERIC)

Document No. 16

Weber, W.A., The Competency-based Teacher Education Development Projects, Vols. I & II, Final Report, School of Education, Syracuse University, New York, December, 1971. ED 059 986

The purposes of the project were to facilitate, coordinate, describe, and evaluate the activities of seven Teacher Corps programs as they developed and implemented - to the extent possible - competency-based teacher education programs utilizing the 10 National Center for Educational Research and Development Teacher Education Models as a resource. Consequently, the activities carried out by the project were intended to facilitate the goals of each of the seven programs by providing the greater communication among them, by coordinating resource utilization so as to maximize productivity, by relieving programs of certain evaluation responsibilities so that their resources might be directed towards instructional aspects, and by providing certain resources which might otherwise not have been available. An examination of program development efforts suggests that the processes involved were both complex and difficult. Lack of time and money appear to be chief among the many problems encountered. Despite those problems, progress seems to be rather substantial when viewed in the light of realistic expectations. Evidence suggests that interns felt much more positively toward competency-based teacher education, the competency-based aspects of the program, and their total program than they did toward more traditional approaches to teacher education.

(ERIC)

Document No. 17

Joyce, B.R., et al., Models of Teaching as a Paradigm for Teaching Education, Teachers College, Columbia University, New York, April, 1972.

This project began with the examination of a series of models s potentially useful for teacher education. The models were grouped into four families, those oriented toward social relations, those oriented toward information processing, those oriented toward personality development, and those oriented toward behavior modification. Around exemplars of each of the families of models instructional systems were developed, of which stage one constituted an exploration of the theory of the model, stage two demonstrated the model, stage 3 involved teaching of peers using preprepared materials, that is practice in the model, and stage 4 involved micro-teaching practice with the model. Stage 5 consisted of applying the model to the normal classroom situation.

Additionally, three basic teaching skills were identified: structuring, modulating cognitive level, and focusing. The first influence is the social dimension of the learning environment; the second affects the intellectual activity and the handling of data; the third deals with the content of the learning environment, the general topics being examined and the point of view or aspect being adopted. The final component in the program is the interaction analysis portion, in which teacher candidates are taught the teacher innovator system for analyzing skills and strategies. The major output of the whole program is considered to be the group of highly developed conceptions of teaching and the ability to actualize them, which the teacher candidates attained. Thus the good teacher is defined as "one with the capacity to actualize learning environments representing each of the families of the models of teaching."

This teacher education program was empirically tested by selecting three models of teaching, and operating a pilot project in which 26 teacher candidates were exposed to the instructional systems built around these models. The teaching behavior of the candidates, the response of their students, and the samples of the teaching of cooperating teachers were all used in the testing of the program.

Amongst the results obtained was the implication that models have differential relevance to children of different age groups, that personal characteristics of teachers were not related to performance in practicing the models, and that the conceptual level of the teacher and the teaching style were not related.

(SM)

Document No. 18

Southworth, Horton C., "Teacher Education for the Middle School: A Framework", Theory in Practice, Vol. VII, No. 3, June, 1968.

To date, teacher education institutions have failed to provide a distinct or separate program for junior high instruction. The author feels that no commitment has been made to junior high programs, and that such a commitment can come only through a new teacher education coaltion. The coalition would be composed of school districts, universities, teacher organizations and state and federal agencies, with special responsibilities, obligations and functions for each of these participants.

The teacher organization would assist with recruitment, advisement and the establishment of ethic standards as well as establishing rating schema, professional review panels and more realistic certification procedures. They should provide support and leadership for in-service programs. The university would be responsible for leadership and resources for in-service programs, for research, for program design and evaluation and material development. The school division would be responsible for pre-service and in-service teacher education, as well as for providing financing for such things as adequate supervision of beginning teachers, support for clinical settings, released time for in-service training, and adequate teacher education materials and equipment. The state and federal agencies would assume support and facilitation functions.

The setting up of a clinical environment would be one of the major innovations of the coalition. The clinical environment would have three component functions: 1) a service function for the children and youth in the schools, 2) a teaching function for education students preparing to enter teaching or experienced teachers in residence for retraining, and 3. a research function involving directed observations, recorded data about selected human behavior or controlled development of materials, and deliberate evaluation procedures. Only within this clinical setting, where the middle school might compose one of its themes, can proper attention be given to the specific needs of teacher education for junior high schools. Recruitment, selection and screening of the teacher for the middle school would play an important part, and selection of candidates would be based on evidence of acceptable behavior with transescent youth and adequate commitment. Some of the skills required of the middle school teacher are as follows:

1. Developing pupil self-appraisal and acceptance in the broad context of human development.

Document No. 18

2. Providing for and encouraging individual learner self-direction closely related to his unique characteristics, readiness, and aspirations.

3. Providing and maintaining a learning environment which fosters relevant objectives, skill mastery, enquiry, discovery, problem-solving, and critical or imaginative thinking through individual and group processes.

4. Exploring with youth the structure, concepts, classes of phenomena, and relationships within and among the several content disciplines.

5. Selecting and utilizing varied media and communication devices through corporate participation by the learners.

6. Personal appraisal and systems analysis, including feedback mechanisms with learner involvement.

7. Designing, testing, evaluating, and reformulating programs and materials as related to society, knowledge, the learner, relevant theories, and personnel development.

Differentiated preparation will be important in the future of education and include not only differentiated staffing but also differentiated rewards, based on commitment, competency and training design.

(SM)

Document No. 19

Lougheed, Jacqueline I., Competency-Based Education Development Project, Final Report, Michigan State University, August, 1971. ED 061 179

This study investigated a competency-based project for instructing teacher corps interns. The specific goals for the project were to develop and use competency-based instructional materials. The specific objectives were :

a) to bring about role changes for faculty;
b) to change from course structure to instructional modules and varied learning environments;
c) to develop a competency-based curriculum with stated objectives and performance criteria;
d) to provide for greater interdisciplinary involvement in teacher education programs, and
e) to create more effective prototypic evaluation schema.

Interns were asked to respond at three times during their training comparing ideal competency-based programs with traditional programs. In each case, the ideal competency-based program was rated much higher. Twice the interns were asked to rate the Oakland University Programs and both times they gave high ratings. Staff members in the Oakland University Teacher Corps Project were asked to review the program's ability to achieve the goals of the project. The response was favorable in every situation. The study attests to the value of competency-based instruction. Appendixes include a response form and an observation sheet used during the study. Also provided is a prospectus for a modular program to present literature to children.

(ERIC)

Document No. 20

Brottman, Marvin A., Innovations in Teacher Education? American Educational Research Association, Chicago, 1972. ED 061 152

Program descriptions from 44 training institutions were examined regarding the process they employed in teacher education. Eight questions designed to identify various aspects of the process were applied to the written descriptions. The responses illustrate that:

1. program experiences are developed primarily by examination of the teaching task and other training programs;

2. expectations are conveyed to students through course offerings and through written and informal statements of goals;

3. student information consists primarily of academic ability represented by grades and faculty rating;

4. there is little indication of how student information is used;

5. student evaluation is mainly by observation of outside personnel, grades and some self-evaluation;

6. criterion measures of effectiveness are the achievement of specific program goals and reports on teacher performance;

7. most programs have limited flexibility; and

8. pre-service and in-service programs are usually seen as a separate entities, and contacts between teachers are mostly informal and do not affect the nature of the basic program.

The author concludes that programs now appear to meet only the needs of teachers to survive in the classroom.

(ERIC)

Document No. 21

Clark, S.C.T., and H.T. Coutts, The Future of Teacher Education, Faculty of Education, University of Alberta, 1971.

This study is based on the responses of 40 chief administrative officers or their representatives in English language teacher education institutions in Canada. The procedure used was that of the Delphi technique, in which a panel of experts is asked to make statements about the future, and the derived statements are then organized and submitted to the panelists for reactions. All of the statements listed below in decreasing order of probability were assented to by more than 80% of the panelists.

1. By 1975 teacher education will be the responsibility of universities or university-related institutions.
2. By 1975 candidates for teacher education, both for admission to preparatory programs and for first certification, will be required to exhibit satisfactory standards of excellence in (1) human relations: ability to relate to young people and to work with both young people and old by 1980 and in (2) English usage: appropriate oral and written languages.
3. The common learnings required of all teachers will include by 1975 preparation in the use of the latest educational technology and media.
5. Candidates for teacher education, both for admission to preparatory programs and for first certification will be required to exhibit by 1980 a satisfactory standard of excellence in mental health: warmth, understanding, poise, absence of hostility etc.
5. By 1975 teacher education will emphasize the process of learning (observing, classifying, inferring, inquiring, reasoning, remembering) as contrasted with the product (information, knowledge, concepts, generalizations).
6. In the period of 1971-1975 teacher education will be just about the same as it was in 1969-1970, i.e. there will be change but it will be gradual.
7. By 1985 although there will be a common core of learning for all, each candidates program will be individually tailored.
8. Candidates' for teacher education, both for admission to preparatory programs and for first certification, will be required by 1980 to exhibit a satisfactory standard of excellence in speech: articulation, enunciation, modulation, etc.
9. Never, (but certainly not before the year 2,000) will institutions devoted to the preparation of teachers disappear.
10. By 1985 teacher education will be producing teachers who are highly specialized both in individualization and in group processes.
11. Teacher education will be involved by 1990 with constant or periodic re-evaluations of teachers who will have to requalify to retain certification.
12. Lectures as we know them will by 1985 be almost completely displaced by combinations of self-directed study, tutorials, the use of new technology such as computer-dialed instruction, simulation, TV, micro-teaching and the like.

(SM)

Document No. 22

Coleman, J.S., How Do the Young Become Adults? Center for Social Organization of Schools, The John Hopkins University, Baltimore, May, 1972.

This paper examines the current and changing roles of the school, family, and work place in the development of young people into adults. Due to changes in these institutions, young people are shielded from responsibility, held in a dependent status, and kept away from productive work - all of which makes their transition into adulthood a difficult and troublesome process.

The paper suggests that the young need to be provided with a variety of skills so they can more easily and effectively make the transition to adulthood. The role of the school should be to provide only intellectual skills while other skills may be more effectively learned through an active participation in the occupational institutions of society.

(SM)

Document No. 23

Saskatchewan School Trustees Association, Position Paper on Teacher Classification, Saskatchewan School Trustees Association, Saskatoon, November, 1972.

This paper suggests that the classification of teachers by position rather than qualifications should be undertaken because qualifications are not relevant to duties. This new classification system is becoming increasingly necessary because of the trend to diversity and specialization in educational roles at present. The following principles for teacher classification are suggested:

1. Teachers should be classified for salary purposes on the basis of position or function rather than on qualifications.

2. Boards should retain the right to determine the minimum qualifications for each position classification.

3. Teachers' salaries should be determined by the job classification in which he is employed.

4. Teachers should have the right to accept any position offered by by a board provided he meets the minimum requirements.

5. The classification of positions should be at the discretion of the board within guidelines established by the Department of Education. Salary ranges within each classification level should be determined through collective bargaining.

(SM)

Document No. 24

Veldman, Donald J., and Robert F. Peck, Student Evaluation of Teaching, Texas University, Austin, Research and Development Center for Teacher Education, 1970. ED 055 979

On the basis of previous research with the 38-item Pupil Observation Survey (POR), used for evaluation of student teachers by their pupils, two central items for each of the five (POSR) factors were selected and reworded slightly for a new instrument. Named for Student Evaluation of Teaching (SET), the instrument was simulated for the old POSR item data and the factor structure was reconfirmed. A FORTRAN routine for scoring the instrument is provided, as well as an example of output from another computer program which generates verbal summary reports from class-grouped data. A copy of the SET instrument is also included. Interpretation of SET profiles is discussed briefly. It is suggested that feedback of SET results is most effective in a context where both the student teacher and her supervisor study the profile of scores and discuss its implications.

(ERIC)

Document No. 25

Veldman, Donald J. and Robert F. Peck, The Pupil Observation Survey: Teacher Characteristics from the Students' Viewpoint, Texas University, Austin, Research and Development Center for Teacher Education, 1967. ED 055 980

This monograph summarized the development of the Pupil Observation Survey Report (POSR), an instrument designed to be completed by pupils in junior and senior high school classes in order to describe their teachers. The instrument consists of 38 statements followed by four choice agreement scales. Data from a single class are reduced to item means and then to scores on six factor dimensions isolated by analysis of over 100 student teachers studied in the Mental Health in Teacher Education project at the University of Texas. The monography reviews the various published research studies on the development and application of instruments and includes a FORTRAN computer program for scoring the raw protocols. An example of an IBM 1230 optical-scanned answer sheet for the instrument is also included. Comparisons of factor structures obtained from analysis of data describing large samples of male and female teachers are reported, as well as an extensive series of regression analyses concerning various potential influences on pupil evaluation of teachers. This instrument is currently in use in a number of experimental studies being carried out by the R & D Center in Teacher Education.

(ERIC)

Document No. 26

Howell, John J., Performance Evaluation in Relation to Teacher Education and Teacher Certification, April, 1971. ED 055 974

Any particular teaching performance is limited by time and place and must be regarded as only a small sample of the large collection of activities called teaching. Evaluation is part of teaching, but it may also be a separate activity carried on by a third party. Evaluation methods differ according to the purpose, whether for guidance of pre-service teachers, improvement of training programs, or certification. For both teacher education and teacher certification a major problem is that of defining all the kinds of jobs that teachers are expected to fill and adequately describing the social and institutional settings in which the jobs exist. No matter what the main reason for the evaluation of a particular teaching performance, the evaluator must take some account of what the teacher is trying to accomplish. If teaching performance is to be evaluated in detail, some theory of teaching is needed as a guide to how it should be broken down. Adequate justification for the theory must be available in some form. A particularly difficult problem in evaluating teaching performance is that of gathering sufficient accurate data. If teaching performance is to be judged on the basis of pupil learning, great care must be used to eliminate major sources of error in the assessment of learning. Among the many issues related to the problem of evaluating teacher performance are racial bias in teacher selection, merit rating, accountability, differentiated staffing, and community control of the schools.

(ERIC)

Document No. 27

Massanari, Karl, Performance-Based Teacher Education: What's It All About? American Association of Colleges for Teacher Education, Washington, D.C. April, 1971. ED 055 972

The concept "performance-based teacher education" connotes a program designed specifically to provide the prospective teacher with learning experiences that will prepare him to assume a specified teaching role. Successful completion of the program is accomplished only when the teacher candidate provides evidence that he possesses specified requisite knowledge and can carry out in practice specified teaching functions. Most of the programs studied thus far are designed so that the professional studies component is the part that is performance-based. This component is a collection of units including behavioral objectives, independent study, and periodic assessment and feedback. Some programs, however, focus on the performance of pupils. In this case, the objectives for pupil learning must be translated into appropriate teaching competencies before a teacher preparation program can be designed. Some of the promising practices currently receiving new or renewed emphasis on performance-based programs are sharper focus on objectives, attention to individual differences, integration of theory and practice, and change in the role of the teacher. Although there are numerous problems in the design and evaluation of performance-based programs, it is hoped that this new approach will provide one means of bringing about needed reforms in public education.

(ERIC)

Document No. 28

Macdonald, J.,"A Social Psychologist Looks at Teacher Education"in The Discernible Teacher, Canadian Teachers' Federation, Ottawa, 1968.

This paper offers a set of conditions for the rationalization of teacher education, as follows:

1. Unless it is desired to repeat past errors, no new teacher education programs should be devised that are not based on a thorough analysis of teaching as a task.
2. Unless it is intended that the present separation between teacher education and teacher behavior should continue, no new teacher education program should be devised that does not include provision for the measurement of performance following training.
3. Teacher education must cease to be the exclusive responsibility of universities and colleges, and become the overt concern of the whole educational system.
4. The organizational provision for research on teaching and for the evaluation of teacher performance has to be made within the educational system, since external agencies cannot perform these functions adequately.
5. The early graduates of a teacher education program that employ the task-analytical approach to instruction must be treated as a cadre group, and remain in close touch with the training institution.

Additionally, the paper suggests a scheme for bringing about an Integrated Teacher Education Program: the first step is the establishment of a planning task force, widely representative, with a mandate to devise the scheme for the rationalization of teacher education. Subsequently, the following steps are necessary:

1. Set up research group with associated schools and teachers.
2. Once the research group has reported, set up a development group to try out the new models.
3. Once the models have been refined, set up a training group, effectively the staff of a new institution.
4. Once the first class of students has been trained, set up an evaluation group to evaluate their training.
5. Set up an innovating strategy group to diffuse the new approaches and methods throughout teacher training institutions.

The author concludes that "since reliance on consensus and the common sense of experience has brought such disappointing returns, teacher education has no alternative but to rest its faith on research and the application of research."

(SM)

Document No. 29

Gage, N.L., "Feedback of Ratings to and from Teachers," Chapter 12 in Teacher Effectiveness and Teacher Education, Pacific Books, Palo Alto, California, 1972.

This chapter reviews research on, amongst other topics, the effect of pupil ratings of teachers in bringing about changes in teacher behavior. Most of the studies reported were experiments, as opposed to correlational studies, and hence do report causal connections between student ratings anc changes in behavior.

Four similar experiments, over a seven-year period, all arrived at similar conclusions - that teacher behavior was changed as a result of receiving student ratings, that the behavior changes were in the directions considered more favorable by students, that they affected subsequent student ratings of the same teachers favorably, and these changes did improve the achievement of individual students noticeably (although not the class average).

Gage emphasizes that such ratings are not particularly useful for administrative purposes, since they do not meet acceptable standards of equity when applied comparatively; their use is, or should be restricted to the improvement of his (her) teaching by the teacher personally.

(SM)

Document No. 30

Gage, N.L., "Can Science Contribute to the Art of Teaching?" Chapter 2 in Teacher Effectiveness and Teacher Education, Pacific Books, Palo Alto, California, 1972.

In this chapter Gage acknowledges the relative lack of success of a long series of attempts to evaluate teacher effectiveness in terms of some characteristics of teachers, such as years of experience or of training. However, work on so-called process variables, "those human actions which transform the raw materials of input into opportunities for learning" (Gagne, 1971: p. 170) has been much more rewarding.

Four dimensions of teacher behavior have been shown to be desirable: warmth, indirectness, cognitive organization and enthusiasm. These have been defined operationally and can be assessed objectively. "Warmth" has been measured by, amongst other instruments, the Minnesota Teacher Attitude Inventory, the results of which have been found to correlate positively with the ratings of teachers by pupils. Furthermore, similar teacher characteristics have been found to correlate with the amount of work done by students.

"Indirectness" which is related to what is called "learning by discovery" has a substantial relationship to pupil achievement. Flanders and Simon (1969) after reviewing a dozen studies concluded that "the percentage of of teacher statements related to average class scores on attitude scales of teacher effectiveness, liking the class, etc., as well as to average achievement scores,adjusted for initial ability".

The third dimension of teacher behavior, "cognitive organization", is less easily defined and tested. This teacher behavior seems to be related to the ability to explain, but studies of teacher explanations have suggested that there is no generalized ability, but only abilities associated with particular topics. Verbal characteristics of the explanation seem important, and this research may link up with research on verbal facility in teachers, which seems to be correlated with teacher effectiveness. Much work remains to be done in this area.

The final behavioral characteristic of teachers which seems desirable is "enthusiasm". A series of correlational studies and experimental studies all suggested the desirability of teacher enthusiasm. Both in terms of achievement of students, and student evaluation ratings of teachers, enthusiasm seems a desirable quality. It is also a quality which can be assessed by careful observation.

What is important about these findings is not that they are novel, but rather that they are supported by careful empirical studies. Additionally, it is important that these characteristics are observable and measurable in teachers' classroom behavior. Thus the foundation for an objective evaluation system of teachers has been prepared, and it is conceivable that in the near future such objective systems of evaluation can be developed for administrative purposes.

(SM)

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APPENDIX A

SOME POLICY STATEMENTS OF SCHOOL TRUSTEES ASSOCIATIONS ADVOCATING CHANGES IN TEACHER TRAINING

The Manitoba Association of School Trustees

1972

1. Be it resolved that the Manitoba Association of School Trustees urge the Faculties of Education to institute teacher training programs incorporating an extended student-teaching period, without reducing the time presently allotted for professional courses.

2. Be it resolved that the Manitoba Association of School Trustees request that the Minister of Education have the Public Schools Act amended so that there would be suspension of the issuing of permanent teaching certificates, and that henceforth a program of educational improvement must be undertaken in order to keep a teaching certificate valid.

3. Be it resolved that the Manitoba Association of School trustees request the Minister of Education to recommend to the Deans of the Teacher Training Institutions of Manitoba that course on theories and practices of continuous progresss and individualized instruction be made compulsory for all teacher trainees.

4. Be it resolved that the Manitoba Association of School Trustees urge the Minister of Education, the Minister of College and University Affairs and the Deans of the Faculties of Education:

   1. to make courses in learning difficulties compulsory in the teacher certification program for all elementary and secondary teachers and

   2. to strongly urge all teachers who are presently certified and who have had no course in learning difficulties to take such a course prior to September of 1977

   Be it further resolved that the Manitoba Association of School Trustees request the Department of Education to make available in-service programs in learning difficulties to all school divisions.

1971

1. Be it resolved that the Manitoba Association of School Trustees request the Minister of Youth and Education and the Deans of the Faculties of Education to make it possible for student teachers to take their practice teaching in areas outside the Metro areas as easily as within;

   Be it further resolved that the Association request the Minister of Education and the Deans of the Faculties of Education to ensure that practice teachers have experience in at least two areas of the Province.

1970

1. Be it resolved that the Manitoba Association of School Trustees go on record as rejecting the suggestion that efforts to set up a system of Performance Rating for teachers should be abandoned because it might be difficult to implement;

   Be it further resolved that the Manitoba Association of School Trustees go on record as supporting the principle of payment of teachers on the basis of performance as well as on the basis of academic qualifications;

   Be it further resolved that the Manitoba Association of School Trustees work in conjunction with the Manitoba Teachers' Society and other interested parties toward the development of the necessary administrative process which would recognize performance as a basis of payment of teachers.

The Alberta School Trustees Association

1971

1. The Alberta School Trustees Association urges the requirement of a compulsory period of internship as part of all pre-service teacher training programs by the inclusion of a one-year period of internship as part of the degree requirement and, further, that the period of internship be served prior to initial certification.

2. The Alberta School Trustees Association advocates the upgrading of the period and quality of pre-service certification requirements for teachers, and favors a minimum of four years of teacher education before certification, with the following practical restrictions:

   (a) that the supply of teachers, for reasons of optimum service to education, be kept in advance of positional demands; and

   (b) that consideration be given to the optimum training period required to perform efficiently any given prescribed duties.

The British Columbia School Trustees Association

1969

1. Be it resolved that the British Columbia School Trustees Association urge the Minister of Education to initiate whatever steps are necessary in order that:

   (1) A second year of probation may be allowed by a School District without referral to the Superintendent of Education.

   (2) All teaching appointments be subject to review and renewal by a School District every five years.

1970

1. Be it resolved that the British Columbia School Trustees' Association request the Department of Education to amend the Rules of the Council of Public Instruction in order that the Department's certification requirements will not conflict with job descriptions for the positions of classroom teachers and master teacher as outlined in the report of the Committee established pursuant to BCSTA Resolution L4/1969.

2. Be it resolved that the British Columbia School Trustees' Association seek the cooperation and support of the Universities in British Columbia in developing an intern training program, as outlined on pages 15 and 16 of the report of the Committee established pursurant to BCSTA Resolution L4/1969, to become part of the teacher training curriculum.

3. Be it resolved that the B.C. School Trustees' Association request the Minister of Education to urge the inclusion of a compulsory course in recognition of emotionally disturbed students, in the curriculum for teacher training at all Provincial Universities, and that members of the BCTF be urged to complete this course, once established.

The Northern Ontario PUblic and Secondary School Trustees' Association

1971

1. Request through the Ontario School Trustees' Council that the Ontario Institute for Studies in Education pursue a format to assist in determining abilities of prospective teachers as related to the teaching profession (i.e. --aptitude test) and that the Ontario Teachers' Federation be involved.

2. The Department of Education through the Ontario School Trustees' Council be requested to consider requiring as a condition of teacher qualifications a longer period of internship or apprenticeship than practice teaching presently provides.

   That some non-teaching work experience be required as a condition of qualification particularly for guidance specialists.

The Nova Scotia School Boards Association

1968

1. Be it resolved that this Conference recommend to Government that a study be made to see if teacher education is meeting the demands of the new programs and changes.

The Ontario Public School Trustees' Association

1970

1. Be it resolved that the Ontario Public School Trustees' Association petition the Department of Education to instigate instruction at Teacher Colleges on "open concept" and "Team" teaching, immediately.